AIM Institute™ for Learning & Research

Application for AIM Pathways 2019-2020

Please complete the following questionnaire to the best of your ability.
School Team Commitments:

- Implementation team to include administration, Literacy Lead and or teacher representation.
- Implementation team will designate a lead teacher and or coach to act as the point-of-contact for the school district. Lead teacher will monitor implementation efforts and work with their AIM ILM Facilitator to maximize fidelity of implementation.
- Regularly scheduled meetings of the Implementation Team and AIM ILM Facilitator to monitor teacher progress.
- Completion of Platform Orientation by the implementation team
- Teacher access to computer with adequate time to complete the coursework.
- Commitment to complete all training modules within specified time-frame
- Universal Screening Assessment of Foundational Literacy Skills (e.g. DIBELS Next, AIMSweb Plus, Predictive Assessment of Reading)
- Direct, explicit and systematic phonics instruction (daily 30 minutes)

Contact Information

Name of School or Organization:	
Briefly describe your school or organization. What population do you serve?	
Institutional Mailing Address:	
Institutional Phone:	
Institutional Email:	
Name of Principal/ Executive Director:	
Title:	
Phone:	
Email:	
Names of Implementation Team Members.	
Administrator:	
Literacy Lead:	
Teacher Representative:	
Billing Contact information:	

What are your goals or intended outcomes for professional development? (ex. what skills are you building? what do you hope to see?)

When would you like to start the program? How many PD days do you have available (please note number of hours per day)

What is your budget for this project? Annually? Multi-year if applicable?

How many people will receive training? Which grades and their areas of responsibility.

Describe your Literacy Block Schedule. How many instructional minutes per day are dedicated to the literacy block, are those minutes contiguous?

What types of student data are currently being collected? How is that Data being used?

What professional development in Literacy has been delivered over the past 3 years?

How would you describe teachers' overall perception of professional development and coaching?

Does your leadership have an interest in developing internal coaches for sustainability? If so, what resources are available to do that work?

Are there any grading policies/restrictions that may conflict with application of literacy best practices described in the AIM Pathways coursework? If yes, please explain.

Please select level of readiness that corresponds with each indicator. (NOTE: All indicators must be assigned a level of readiness.)

Readiness Inventory			
	Already in Place	Will plan for an put in place	Not in place and unable at this time
Fidelity of implementation			
Full or partially released Literacy Lead to act as implementation point person			
Time allocated for regularly scheduled Implementation Team Meetings			
Time allocated for teacher participation/ completion of coursework			
Time allocated for regularly scheduled grade level meetings.to review course content			
Commitment to incorporation of the IDA Knowledge and Practice standards into instructional practice			
Sustainability plan with leadership development.			
Willingness and ability to excuse participants from conflicting professional development			
Assessment			
Comprehensive Assessment System (e.g. DIBELS Next, AIMSweb Plus, Predictive Assessment of Reading.			
Established Protocol for sharing of student data for purposes of research			
Commitment to measuring fidelity and sharing student data to evaluate program effect on student outcomes			
Schedule			
30 minutes of Phonics Instructions during the Literacy Block			
Scheduled time during the literacy block for small group instruction / intervention			
Students grouped according to word recognition ability not grade			